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ABSTRACT

Curriculum developers have a responsibility to fully understand national goals and to translate them into educational programs that will equip citizens to realize these goals. This topic is discussed in this manual for a basic training course in systematic curriculum development, designed for students in developing nations. A brief description of the relationship between economic development and education in the United States illustrates one example of the adaptation of educational goals to meet national priorities. Case histories are presented of steps taken to initiate and develop educational programs in Tanzania, Kenya, Cameroon, Botswana, and Zambia. Each of these programs meets, to some extent, the political and social expectations and goals of the nation. (JD)

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AFRICAN CURRICULUM ORGANISATION (ACO)

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE TWO:
INTRODUCTION TO METHODS AND PROCESSES OF CURRICULUM DEVELOPMENT
UNIT 3:
TRANSLATING NATIONAL GOALS INTO EDUCATIONAL PROGRAMMES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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AFRICAN CURRICULUM ORGANISATION

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE TWO

UNIT 3: TRANSLATING NATIONAL GOALS INTO EDUCATIONAL OBJECTIVES

COURSE TWO

INTRODUCTION TO METHODS AND PROCESSES OF CURRICULUM DEVELOPMENT AND EVALUATION

OBJECTIVES

As the title implies, this course is meant to sensitize the learners to serious, important, and practical issues in curriculum development. To achieve this, the course starts with basic questions in Unit I and proceeds to give a brief overview in the following units of the "Curriculum Foundations" part of the whole course.

When and wherever possible the learner is guided to study within the realities of his own country. This way, it is hoped, the learner looks deeper into what pertains in his home country even to the point of collecting materials that will be used during the residential course. Indeed this approach is aimed at insuring relevance to a course which should be as practical and applicable to African conditions.

CONTENT

Unit I : Basic Curriculum Questions
Unit 2 : Formulation of Educational Objectives
Unit 3 : Translating National Goals into Educational Programmes
Unit 4 : Determination of Learning Needs
Unit 5 : The organisation of areas of knowledge in the curriculum.

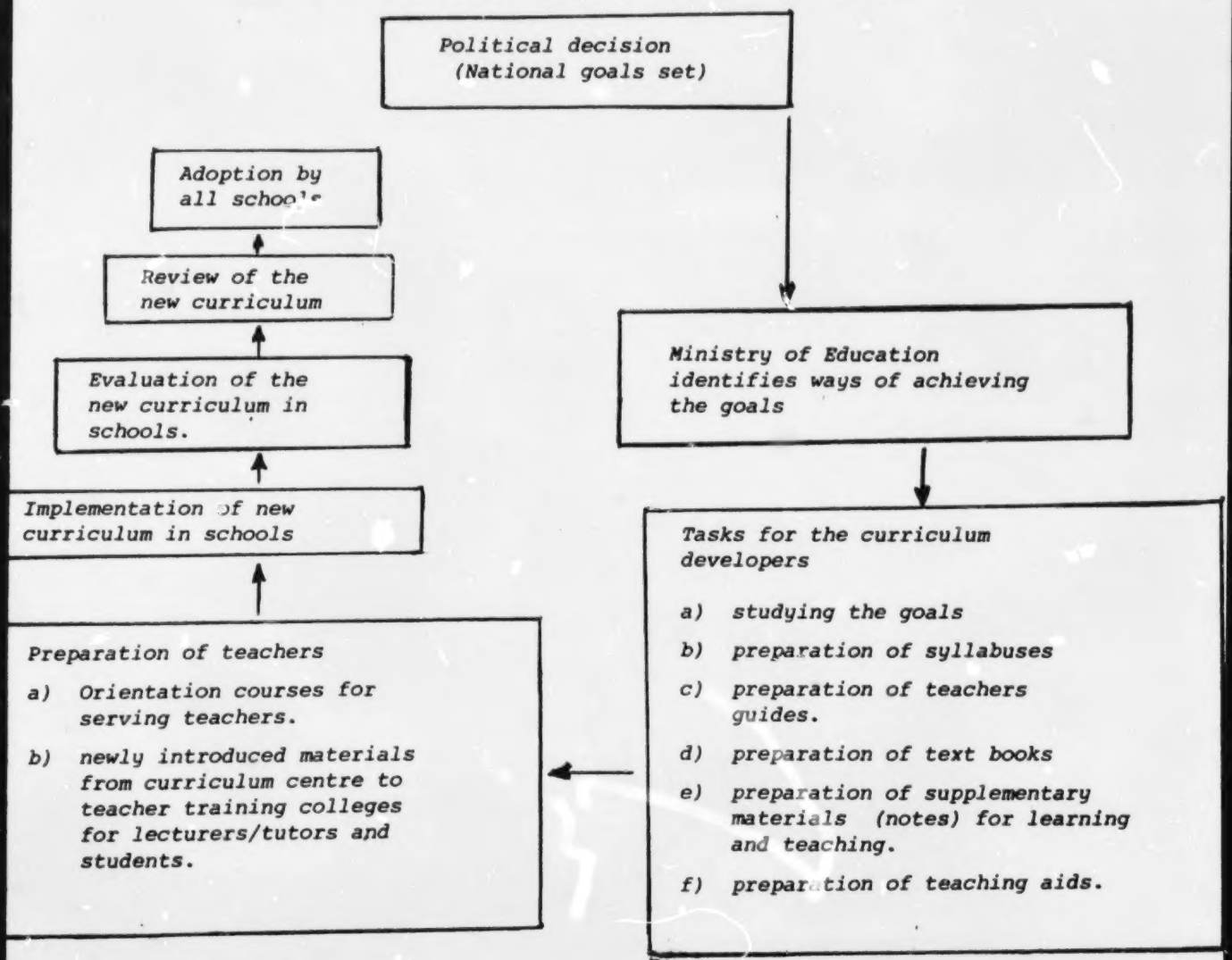
TOPICS

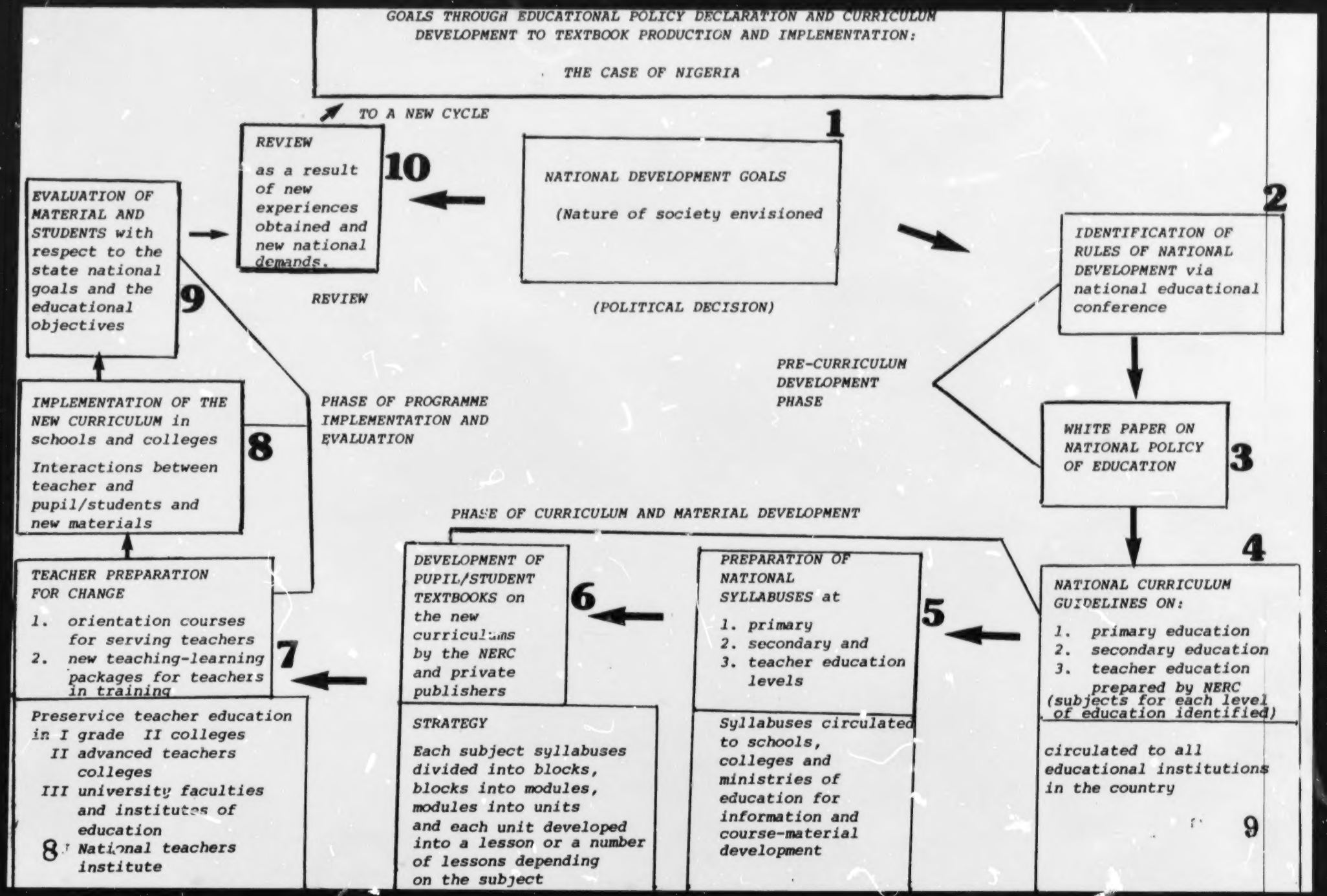
3.1	Determining National goals
3.2	Equality of Opportunities : U.S.A.
3.3	National Development
3.4	The Tanzanian Citizen
3.5	National Unity: Kenya
3.6	Mutual Social Responsibility and Social Ethics : Kenya
3.7	Cultural Values : Kenya
3.8	Unification of British and French School Systems: Cameroonian Goal
3.9	National Curriculum Reform: Botswana
3.10	Training for Citizenship: Zambia
3.11	National Resources for implementation of National Goals
3.12	Teaching materials and methods

DETERMINING NATIONAL GOALS

Most often national goals are determined by the leaders of nations. The goals are political decisions. Once such decisions have been made the educators, and in some cases with the help of representatives from private sectors and other government bodies, identify the part and process to be taken by the Ministry of Education in achieving the national goals. The Ministry of Education will normally reform its old curriculum or develop a new one to be a guideline in achieving the national goals.

The diagram below shows how national goals are translated into curriculum and instructional objectives.


Political decision
(National goals set)
Ministry of Education identifies ways of achieving the goals
Tasks for the curriculum developers
a) studying the goals
b) preparation of syllabuses
c) preparation of teachers guides.
d) preparation of text books
e) preparation of supplementary materials (notes) for learning and teaching.
f) preparation of teaching aids.
Preparation of teachers
a) Orientation courses for serving teachers.
b) newly introduced materials from curriculum centre to teacher training colleges for lecturers/tutors and students.
Implementation of new curriculum in schools
Evaluation of the new curriculum in schools.
Review of the new curriculum
Adoption by all schools


GOALS THROUGH EDUCATIONAL POLICY DECLARATION AND CURRICULUM DEVELOPMENT TO TEXTBOOK PRODUCTION AND IMPLEMENTATION:
THE CASE OF NIGERIA
TO A NEW CYCLE
1
NATIONAL DEVELOPMENT GOALS
(Nature of society envisioned
(POLITICAL DECISION)
2
IDENTIFICATION OF RULES OF NATIONAL DEVELOPMENT via national educational conference
PRE-CURRICULUM DEVELOPMENT PHASE
3
WHITE PAPER ON NATIONAL POLICY OF EDUCATION
4
NATIONAL CURRICULUM GUIDELINES ON:
1. primary education
2. secondary education
3. teacher education
prepared by NERC
(subjects for each level of education identified)
circulated to all educational institutions in the country
9
PHASE OF CURRICULUM AND MATERIAL DEVELOPMENT
5
PREPARATION OF NATIONAL SYLLABUSES at
1. primary
2. secondary and
3. teacher education levels
Syllabuses circulated to schools, colleges and ministries of education for information and course-material development
6
DEVELOPMENT OF PUPIL/STUDENT TEXTBOOKS on the new curriculums by the NERC and private publishers
STRATEGY
Each subject syllabuses divided into blocks, blocks into modules, modules into units and each unit developed into a lesson or a number of lessons depending on the subject
7
TEACHER PREPARATION FOR CHANGE
1. orientation courses for serving teachers
2. new teaching-learning packages for teachers in training
Preservice teacher education in I grade II colleges
II advanced teachers colleges
III university faculties and institutes of education
National teachers institute
8
IMPLEMENTATION OF THE NEW CURRICULUM in schools and colleges
Interactions between teacher and pupil/students and new materials
PHASE OF PROGRAMME IMPLEMENTATION AND EVALUATION
9
EVALUATION OF MATERIAL AND STUDENTS with respect to the state national goals and the educational objectives
10
REVIEW
as a result of new experiences obtained and new national demands.
REVIEW

ST.1

Briefly state:

(a) What is a national goal?

(b) Who becomes the end-object of the national goal in the process of its being translated?

3.2 EQUALITY OF OPPORTUNITIES : U.S.A.

R. W. Tyler in his article in "Modern Viewpoints in the Curriculum" discusses Equality of Opportunities in Education as one of the goals of the United States of America Government. As economic, political and social life are becoming more complex, education has become the most important means by which an individual obtains the opportunity for significant participation in life. This opportunity for the individual includes moving from his home to those places where he may find employment which will allow him to participate fully in the social and political affairs of the community or nation.

The achieving of this goal calls for the provision of schools to provide an educational programme to translate the goal into the classroom activities.

3.3. NATIONAL DEVELOPMENT

Tyler continues to say that the development of economy and the increased productivity required to meet the consumption needs of a growing population in the urban and rural areas is the concern of education. At the same time national defence depends upon education and there are large increases in the educated people employed in health services, accounting, engineering of all sorts, administration, defence and business. To achieve such material development a country requires responsible and literate citizens and it is through educational programmes that a literate community can be produced.

Further ideas in this area are given in the two readings that you should now study.

1. Modern Viewpoints in the Curriculum, by P.C. Rosenbloom (Ed.) pps.11 1 18

2. The Growth of Education in Zambia since Independence, by J.M. Mwanakatwe, pp.249-252

ST2

ST.2

(a) In one short sentence the relationship between education and economic development

(b) Summarize the last two sub-units 3.2 and 3.3 into about 60 words.

3.4 THE TANZANIAN CITIZEN

In a country such as Tanzania it is believed that education, whether formal or informal, has a major role to play in building up a socialist nation. As a result the Tanzania national's goal has been to prepare the Tanzania citizen, especially adults. In this respect a literacy project was initiated closely linked with agriculture vocational training. The major goals of the project were to discover and develop practical and effective teaching and learning materials for the implementation of an agriculturally oriented literacy project, to evaluate the results of the project and to provide guidance for the literacy campaign in Tanzania.

It is interesting to note that the project brought under itself illiterate men and women who are now taught literacy and numeracy as related to agriculture. This knowledge helps them in solving their basic agricultural and cultural problems and prepares them for active participation in the development of the nation.

Read two case studies that follow. Note that these case studies discuss in much more detail the educational programme that Tanzania has given(for experiment) to some areas of the country.

To thoroughly understand the case studies spare 50 to 60 minutes in which you can read and recall what you have read.

1. The Chiwanda Farm Project (Tanzania

The area of Chiwanda comprises five villages in southwest Tanzania on Lake Nyasa, near Mozambique border (Ruvuma region). The number of inhabitants is 8,454 and the area covers 160 square miles. All villages have primary schools, although only two are fully completed. Water is available. Up to the beginning of the project subsistence farming was the rule. Root crop cultivation included the cultivation of maize, cassava, and peanuts. The farmers raised cattle and goats.

The project is a rural development project and aims at providing help for self-help. It came into existence in 1975 in the wake of the national radio campaign on nutrition. The farmers united to form radio groups, discussed what they had listened to, and tried to apply it to their situation.

The groups defined their learning needs as follows:-

- knowledge on foodstuffs and balanced diet
- improved farming methods
- knowledge on child care
- reading, writing, arithmetic
- simple techniques of project planning and progress control.

The project was founded because the farmers themselves realized that radio instruction alone would not be enough to correct the lack of protein in their diet. The Institute for Adult Education in Dar es Salaam, particularly its branch in Songea, was asked to cooperate. A planning team was established which consisted of the leaders and secreatries of the five villages, representatives of

TANU (Unit Party of Tanzania), representatives of the national women's association, and experts in agriculture, animal husbandry, health care, cooperatives, and education. It is not clear from the study whether or not the directors of the schools were on the planning team. They played an important role, however, in identifying learning needs and learning targets. The project was subsidized by SIDA and UNESCO. The total project was estimated at 65,000 Tanzania shillings (ca DM 20,000).
Preparatory studies showed that the protein shortage could be overcome by introducing new types of fruit (pineapple and oranges), introducing chicken breeding, and overcoming certain food taboos (for example, pregnant women are not allowed to eat eggs or beef). The project was discussed during a three-day seminar in which the village inhabitants were represented by the village leaders, the executive committees of the villages, and by one hundred so-called ten cell leaders 1/ Since all concerned could not participate in planning, the planning process was to be rendered as democratic as possible. It was evident that only the farmers themselves could tailor the overall plan precisely according to their own needs, since it was they who had to test the new plants and cultivation techniques. Particularly in the area of Chiwanda various well-meant efforts had failed which aimed at encouraging the farmers to initiate the cultivation of grapes and ploughing by means of oxen. In addition, mill installations were lying idle. The new project could be successful only if, at the very least, the "multipliers" were integrated in the decision-making process and thus assigned responsibility. In this first seminar and also in the planning committee it was possible to reach agreement as regards cooperation and division of labour. It was clear that a large number of ministries were involved at least indirectly, owing to the joint assignment of their experts. Thus coordinating problems which are always particularly difficult arose, problems which could, however, be solved through concentration on a specific task and the shifting of necessary decisions to the

1/ Tanzania democracy is structured as follows: ten cell ward, division district, region, nation.

local level. For the "experts" this meant that they were there not to take decision"for others" but rather to act as catalyzers, a role which was difficult for some of them to play and which was at first not accepted by the farmers, who were used to acting on instruction.
After it was guaranteed that the project idea was supported by those directly affected, the farmers were taught simple planning techniques. Then various seminars were held in which the entire population took part. The cultivation of oranges, pineapple, and vegetables was practised, advice on chicken breeding and on how to overcome food taboos was given, and methods of preparing tasty meals using eggs, fruits, and vegetables as ingredients were taught. The seminars took place whenever a step forward was made and the corresponding resources were available. The report states succinctly that only after the first egg was laid could the corresponding education programme be realized.

Up to now the project seems to have fulfilled the hopes of all concerned: orange trees are blooming, pineapples are growing, and the chickens are laying eggs. The future of the project depends on whether or not it will be possible to produce at favourable prices for the market and whether or not, in view of the transport problems, a market will develop in the immediate surroundings.

The project has been successful so far. It has been operating now for little more than a year. It was successful because it involved only a small area, because the initiative was taken by those directly affected, and because it was possible to shift the decision-making process to the grass-roots level, thus overcoming coordinating problems which otherwise would have been taken to a higher instance(where difficulties in connection with competence usually arise). The objectives were concrete and the results were positive. The method was simple: the traditional form of the palaver was used in order to reach a decision or to present new techniques which were then practised in concrete productive work. The school was not neglected but it does not appear to have played an important role. The case study did not confirm the assumption that a better general education on the part of the participants

would mean increased openmindedness or efficiency: the differences between farmers with a relatively good education and those with little or no education were not significant. The planning team did not make any effort to design a regular curriculum. The procedure concentrated on individual cases and needs. The actual practice approach prevailed and was relatively easy to initiate. Projects of this type can be successful as long as they are small and uncomplicated. Problems arise when they are implemented on a broader scale.

The Chiwanda Project also shows, however, that even at local level success is not easy to achieve. The costs (ca DM 20,000) were not too high, but the work involved, the will to learn from experience and to over come traditional role behaviour, and the pedagogic efforts were enormous in relation to the results. These results were enormous in relation to the results. These results were of importance to those concerned, but within the overall context of the development of a whole country they remain negligible. In general only one staff member of the agricultural service and perhaps one health officer can be assigned to such a project, and this will automatically be reflected in the results.

In the last analysis the question as to how important 8,000 farmers are and how much work is expended for them is a political one.

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Case Study Team:

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ST3

ST.3

List the steps that were taken to initiate and develop this programme. Draw arrows to show how one step led to the next.

2. The Kwamsisi Community Education Centre (Tanzania)

Tanzanian society considers itself to be a society of learning, within which the school serves to provide a direct preparation for life. The political priorities prevailing in Tanzania favour an environment-oriented basic education system serving to assist the population and more particularly the rural population to improve their living conditions. The traditional primary school should develop gradually into a community education centre for children, juveniles, and adults. Eight such community education centres are operating to date an an experimental level. The Kwamsisi centre is one of these. It is situated in the Tanga region in the northwest of Tanzania, 15 km. from Korogwe, and lies within the catchment area of the Korogwe teacher training centre which provides the experiment with pedagogic support. There is also a secondary school and a further education centre for nurses in the district. The equipment for the community education centre was provided by UNICEF. UNSECO and DANIDA also participated in the implementation of the project which was started in 1968.

The first task was the development of a curriculum which would impart the khowledge, ideals and skills required for the development of the traditional economic sector. Ways had to be found to involve the entire village in a learning process which was to take the school as its point of departure. Other development projects and all the existing adult education centres would have an appropriate contribution

to make the project, whilst the curriculum had to be oriented to comply with the aims of existing development projects and had to include them in the school instruction.

Those responsible for the project endeavoured from the outset to involve the inhabitants of the village in decision-making as to the nature of the needs-oriented learning goals to be set. During the course of a number of meetings the UNESCO counsellor and the experts from the teacher training institution consulted with teachers and village inhabitants, principally by way of the members of the Community Education Committee. I/ Discussions revealed that instruction was required primarily in the fields of functional literacy, health care, water supply, and agriculture (especially cash crops) as well as in the social, cultural and political fields.

The national curriculum was accordingly adapted to conform with local circumstances. Only arithmetic, English, and Kiswahili remained unmodified. Political education and community studies (natural sciences, domestic science, history and geography) were modified to suit local circumstances. Agriculture, health care, self-help, and instruction in traditional culture were added as integral parts of the curriculum.

There follows a brief survey of the content of the individual subjects which formely did not constitute an integral part of the national curriculum and which therefore will illustrate the particularities of a Tanzanian community education centre.

I/ In the Ujamaa villages of Tanzania much responsibility is accorded to the committees, which are competent respectively for matters relating to finance and planning works, trade and commerce, education and defence.

	Political Education	Self-help	Health care
Adults	seminars on communal work seminars on development projects in the district	communal field work: growing of food crops for own consumption cultivation of an experimental field with cash crops well broing functional literacy	importance of health services reasons underlying mulnutrition prevention of illness preparation of of drinking water
Juveniles	same as for adults	arable cultivation in cooperation with adults crafts: setting up workshop for manufacture of furniture	same as for adults
Children	history of the village initiation to communal work with village inhabitants	experiments in growing cotton and soybeans initiation to communal field work with adult and juveniles crafts: basketry, pottery communal work to expand the school.	personal hygiene types and use of foodstuffs prevention of illness cleanliness in the village

In no way did children, juveniles, and adults have the same material to learn. Instruction was given to adults separately. They received additional instruction from staff members of the various services (agriculture, medical services, etc.) and were drawn into the national radio campaign on subjects such as health, nutrition, literacy, and political education.

For schoolchildren the national primary school curriculum was retained in principle in order not to hinder their mobility and advancement to the secondary school system. In order to

guarantee primary education of equal value and at the same time not giving the impression of this being a second rate education for children from rural areas (dual school system), provision was made for classroom instruction to be continued in full i.e. none of it was to be sacrificed in favour of the other activities. The instruction methods had to be adapted to better suit the local circumstances and the wider curriculum.

It was here that the first difficulties arose. In order to maintain the uniformity of the national education system, the subjects which were of particular interest as regards the development of the community had to be taught as additional subjects. The problem of examinations remained unsolved. The teaching staff were inadequately prepared for the numerous additional subjects. The problem of examinations rem Coordinating the various services which were already taking part in the normal class instruction proved to be difficult, and furthermore, their advice was not sought in time. The problem of the numerous overtime hours arose. It was only after many hours of consultation that a practicable division of work was found: the school assumed responsibility responsibility for the agricultural experiments whilst the community concentrated its efforts on dealing with that which was produced in the experiments. Juveniles represented a particularly difficult target group. It proved impossible to group them into class groups. The adults who had offered to teach them handicrafts later retracted their offer in favour of working for their own ends. New people moved into the village who had not yet come to terms with the ideals of socialism. The communal shamba (field) had to be redivided once again. Whereas formerly the adults took as much interest in teaching as in communal work in the field (for which purpose they were accordingly released), a tendency towards selfishness now became manifest: they preferred to work on their own land. It proved impossible to market the sobeans and so this experiment was abandoned. It was impossible to duplicate the teaching materials which had been provided by the neighbouring teacher training instition, and teacher's handbooks and primers for adults were not available in sufficient number. If the overall

concept of a community education centre leands itself to a Ujamaa village, it can be realized only if it is accompanied by marked circumstantial changes, among others in the economic and social spheres.

Nonetheless, the project cannot be termed a failure. Diseases such as bilharzia and scabies were eradicated and nutritional deficiencies were remedied. The staff of the governmental health services became more trusted than the medicine man. The village inhabitants learned to use fertilizers and to cultivate cotton as a source of income in addition to cattle-breeding. The proportion of cattle owners rose from 10 percent to 60 percent. The school was extended. A day centre for young children was set up so that schoolgirls no longer had to leave school prematurely if they became mothers. School attendance reached 100 per cent of all children of school age. A football pitch was laid out. Considerable success was met with as regards retaining the school leavers in the village.

Finally, it can be assumed that the school in Kwamsisi did succeed in becoming integrated into the community, even if this was not entirely achieved. Whether and to which extent the project can succed in the context of changing economic and social circumstances depends on the extent to which it can develop and, where necessary, apply alternative strategies. The Tanzanian authorities have in no way rejected such a proposal.

One must not overlook the fact that the purpose of an experimental project and by extension, of a case study also includes correcting the weak points in a concept. In this respect the case study prepared in Kenya met with particular success.

The Institute of Education
Dar es Salaam.

Case Study Team

M.I. Kinunda
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ST.4

Briefly describe why Kwamisi Project is a "Community Centre" project.

3.5 NATIONAL UNITY : KENYA

National unity has been one of the main goals to be achieved by the African States because this what forms the basis for economic and social development.

The student must understand that in any society people tend to understand the need for unity against their common enemies which may be hunger, disease and envy, and/or a foreign country. But as victory and prosperity come you will see that it is not easy for the force of national unity to seem so real and important. The late President of Kenya, Mzee Jomo Kenyatta once said

"..... our Republic continues to be faced with various types of challenges, both national and international, which require our unity and finding solutions. (President Kenyatta 1976)"

This address referred to the way in which national unity helped the Kenyans to deal with national challenges. These challenges had arisen partly because of new political and trading patterns and the impact of world price rises. In these conditions lack of national unity would result in wastage of the nations resources that are essential for survival and improvement of the quality of life.

In addition you must also note that if a Government gets cooperation from the entire country it expects proper use of natural resources such as soil, forests, water etc. and it feels it has a good foundation for solving social and economic problems. Above all you ought to realize that national unit can be promoted through educational programmes such as the teaching of history, civics, traditional music, and national anthems.

Now read pages 3 - 5 of a report by the Republic of Kenya entitled "Report of the National Committee on Educational Objectives and Policies."

ST 5

ST.5

a) What does "national unity" mean? (one sentence answer)
b) Why is national unity important for any country? (one sentence answer)
c) How can children in schools develop a spirit of national unit (15 - 20 lines)

3.6 MUTUAL SOCIAL RESPONSIBILITY AND SOCIAL ETHICS: KENYA

In the African village mutual social responsibility has been a long standing tradition. This means that village members do work for each other communally to have it done quickly.

At a rational level Kenya has been one of the African States that has manifested this tradition through active self-help projects undertaken by school youth, who come to work together. It is in the interest of the nation to see that the education system plays a basic role in promoting mutual social responsibility.
You ought to remember that in Kenya organized projects for groups of pupils are an important means of promoting group spirit. Such projects are maked by the teacher and given one mark for the whole group. This is done in primary and Harambee Secondary Schools.

It is also important that you know that it is in Kenya's national interest to provide the best harmony among her people through

the teaching of religion. This is because religion provides a strict moral code to the society. In your society and in anybody's African society it has been a tradition to teach the youths social ethics as an integral part of their growth. The teaching of ethics today is one of the most important traditions incorporated in the Kenyan education system.

The following kinds of systems of social ethics have been the basic determinant of the quality of life: socialization, initiation, marriage, child bearing, sickness, death, food, shelter, community services, division of labour and the belief regarding ancestors, the past and religion.

In pages 5 - 9 of the "Report of the National Committee on Educational Objectives and Policies" Kenya's stand in this matter is made clear.

ST6

ST.6

a) i. What is mutual social responsibility?
ii. Why is mutual social responsibility important for a nation?

b) What are ethics? List down five ethics of your own country.

3.7 CULTURAL VALUES: KENYA

Culture constitutes social organization, traditional technology, language, beliefs, religion, and inherited traditions etc. Culture forms the basis for social life.

You must also note that all culture is transmitted from generation to generation through imitation, instruction and conservation. For instance, our parents teach children good behaviour, rules, language and basic skills. Also age-mates teach each other what they have learnt from elders.

In Kenya the school system was recommended to develop cultural values for the whole educational system to ensure that all Kenyan children adopt the different types of Kenyan cultural values so as to enhance the quality of life.

ST 7

ST.7

Read page 9 - 10 of the "Report of the National Committee on Educational Objectives and Policies" and then answer the question that follows

How far is it true that culture is the basis for the identity of a society?
(10 - 15 words)

3.8 UNIFICATION OF THE BRITISH AND FRENCH SCHOOL SYSTEMS : CAMEROONIAN GOAL

After reading about the national goals and educational policies of East Africa, now turn your mind across the African continent to West Africa. In West Africa you will see how the Cameroonian Government worked out a plan towards the unification of its Francophone and Anglophone educational systems.

The multi-lingual nation of Cameroon has French and English as official languages. It has two systems of primary education as inherited from its colonial mothers but the government has been trying to unify the two systems in which the difference would only be the language of instruction.

Curricular reform

Herbert Bergmann and Udo Bude conducted a survey, of primary schools and their communities, upon which the Cameroonian Government would make decisions towards the unification of the two educational systems.

You will see that much of the research work has been described in : "a survey of primary schools and their communities for general education policy: the case of two provinces in Cameroon," pps.5 - 30 By Herbert Bergmann & Udo Bude.

Read the following extract from the research work. It sums up the surveys results and their implication for the Government of Cameroon.

SURVEY IN CAMEROON

(Research results and their Implication for Policy Makers).

The previous seven sections have described the background of our research, how we set about our tasks, the instruments and procedures used, the methods of data processing which were following and finally some indication of what it cost. It is now appropriate to speak of the results, and the implications these may hold for the makers of policy. It is not possible, however, to do this in detail, for the survey is in itself the basis of a considerable report. Moreover, this report is, at the time of writing, being integrated with the work of other sections of the Institute and being prepared for submission to Government.

There are, however, certain questions which are likely to be put by the educational administrators in any developing country contemplating curricular reform, and the decisions they take will be influenced by the information available. Some of the questions to which administrators would gladly have answers might include the following:

a) How serious is migration from rural areas by primary school leavers? Why do they leave their communities? Where do they go?

b) If curricular reform is introduced, what will be the attitude of teachers, parents and others?
What changes would they like? What innovations would they resist? Why? How could resistance be minimised?

c) Are there differences in the level of school achievement in different areas? If so, why? How can this be remedied?

d) Is farming and the understanding of the role of agriculture as taught in schools satisfactory?

e) Is learning likely to be affected by the sheer physical conditions in schools? If so, what is the minimum financial input needed in the various areas?

f) If the new curriculum gives greater emphasis to farming and practical work, will examination results suffer?

g) Obviously a completely standardized and uniform curriculum is not suitable for a country with great geographical and climatic diversity, but is it possible to establish a limited number of typical environments for which standard curriculum variants can be developed?

These and other questions must be answered before curriculum reform can begin, if it is not to invite failure and misapplication of funds. A few of the major findings which following the processing of the data collected during our research may now be given, by way of illustration. They may be grouped according to the four areas in which research needs were defined earlier in this paper.

1. Assessment and Exact Description of Problems

- One year after leaving primary school, 45 per cent of all school leavers had left their home community, mostly for further education.
- Two years after primary school, 55 per cent of all school leavers had left their community.
- Migration, while concentrating on the administrative centres, also goes towards well developed rural areas.

2. Checking the Assumptions

- While the paper qualifications of teachers were high compared to those of teachers in francophone Cameroon, there were few signs of crisis awareness. The teachers' attitude towards the reform and towards the school leavers problem was largely unstructured. A school refor would have to be

preceded by a massive information campaign, but even more needed are changes in the financial and administrative conditions of the teachers, for whom problems of pay, promotion and transfer dominate the field of educational thinking.

- Although there were exceptions agriculture was not well taught in schools, and was not up to the standards set by the Inspectorate. A great deal of close inspection and guidance as well as some financial input would be required in order to improve the situation.
- School achievement in terms of passes at the First School Leaving Examination and the Entrance Examination for secondary schools, and of the proportion of pupils continuing education showed marked differences, in that the higher the level of development of a community, the higher was the proportion of passes and of pupils continuing with further education.
- The physical condition of the schools was often so bad that regular learning progress was jeopardized. Some financial input is needed especially in the remote and therefore poor areas.

3. Testing the feasibility of some of the proposals

- Good school farm work as measured by a combined score of 16 items covering the sue of modern agricultural methods, the equipment used, teaching theory, and farm management results goes a long with good examination results. Therefore introducing and/or reinforcing practical work in primary school does not endanger "academic performance" of the pupils as many teachers and parents have feared.

- Most of the felt needs of communities such as providing processing equipment for cash crops, marketing facilities, building new roads/bridges, water supply systems, installing electricity, etc. are out of reach for any action by the school, whereast at least some of them could be taken up by school leaver programmes.

- It is not possible to establish a limited number of typical environments for which curriculum variants can be developed. Three major criteria for zoning were identified: the access

of a community to important services as a good approximation to the general level of development - the land use systems- the cultural groups. Each of these major criteria produces different zones across-cutting each other -

- thus keeping the curriculum open for local variations needs an approach different from a mere zoning exercise.

- School farms and teachers' private farms do have a spread effect on local farmers if they are well run. One might therefore try to use the schools as some kind of agricultural extension centre.

- Giving African culture a more prominent place in the curriculum would be greatly appreciated by the parents and may indeed be of help in overcoming initial apprehensions about the work orientation of primary school.

4. Collecting 'Raw Material'

A large amount of material was collected on cultural tradition, on community structure, and on Cameroonian agriculture. These data have been or will later be written up as background material for the development of courses in the area of 'Social Studies' and 'Rural Science'.

The above examples of some of the main findings of our survey indicate how much information is now available to help the Cameroon Government to reach sound decisions in planning its curricular reform. Naturally this is only a beginning. Everything in the end depends on what decisions are taken.

NOTES

1. I.P.A.R. might be roughly paraphrased in English as "Institute for Practical Education and Reform"

2. Ministry of National Education, Division of Planning,Orientation and Equipment, Statistical Yearbook, 1973-1974. Vol.1 (Primary Education) Yaounde 1975 pp. 9-11.

3. UNDP Request for Preparatory Assistance by the Government of Cameroon, Project CMR/72/017/A/OI/13, Yaounde, 5 April 1974, pp. 3 - 5.

4. See Brownstein, L. Education and Development in Rural Kenya: A Study of Primary School Graduates. New York: Praeger, 1972, Kordes. H. Bildungsreform in Umfeld abhangiger Gosellschaften Ex-post-facto Ziclkontextevaluation am Beispiel einer quasi-experimentellen Untersuchung des Schulvesches der ruralisierten Grunderziehung in Dahome (Westafrika). Munster, 1973 (unpublished Ph.D thesis), and Zanolli, N. Education Toward Development in Tanzania Basel, 1971.

5. For a comprehensive statement see Robinson, K.G. Towards a New Concept of Education in Developing Countries: The Buea Experiment= a working paper prepared for the I.P.A.R. Buea Discussion/Action Group, Buea, 1973. Also the minutes of this Discussion/Action Group's meetings. For the basic ideas of the subject "Environmental Studies" see I.P.A.R., Yaounde, L'etude des milieux en vue de leur transofrmation: Une discipline nouvelle au coeur de la reforme de l'enseignment primaire. Yaounde, 1974.

6. Detailed reasons for the composition of the topic list are given in: Environmental Studies Group, I.P.A.R., Buea, Research Outline for Environmental Studies (agricultural and social aspects), Buea, September 1974, mimeo,pps.6-12.

7. The Primary schools were not listed or ranked according to the remoteness of their location, nor were there complete and reliable school maps covering the two provinces under study.

8. See for example, the discussion of additive scores in innovation research by F. von Fleckenstein, "Are Innovativeness Scales Useful," Rural Sociology, 39, 1974, pp.257-260. The general methodological problem raised is valid, however, for any research in the social sciences using indices.

9. A simple scoring routine using, say, the number of different problems mentioned as an indicator of the problems would have missed completely the multi-dimensional structure of the problem area.

ST 8

ST.8

List in note form the problems a curriculum developer must take into account when he plans a new curriculum for the Cameroon primary schools

3.9 NATIONAL CURRICULUM REFORM : BOTSWANA

" ..... a Curriculum that is firmly rooted in the lives of the pupils and provides the skills required to achieve an economic and social revolution based upon the transformation of traditional agriculture and the exploitation of mineral resources, the diversification of the manufacturing industry and the development of new industries. In addition, primary education should be a course complete in itself, since for most children formal education ceases at or before Standard VII... The aims of the primary school should be to promote:
Permanent literacy in Setwana and English, skill in mathematics to deal with everyday requirements, the acquisition of practical skills, an understanding of the environment and of the people living in it and high standards of individual and social conduct". (Curriculum and Curriculum Development in Botswana prepared by H.W.R. Hawes p.19.

Already there have been changes in the mathematics syllabus and experiments on the lower primary school classes have been done. For example, an integrated studies project had been tried out in Standard III in Francistown. Another project based on the school garden at Simon Ratshosa School, Serowe was intended as a prototype for the sort of school work which would be tried out. Two days were taken for this project and 75 pupils in Standard VI and VII were divided into 15 groups with the following tasks:

Gardening — Four experimental plots set up. The same kind of seeds planted in each, different conditions in each plot.

Maths — Measurement of school garden perimeter and individual plots. Information then transferred to a scale plan. Study of weeds. These were drawn and painted and described in detail on charts, then two books made for the classroom.

Art — After distempering one classroom wall a large mural of the garden showing the plots and the vegetables the 'workers' and their tools was painted direct on to the wall with powder paints.

Writing — Reporting was done with illustration and writing in Setswana and English of what was growing in the garden and what was happening in the garden.

Those who organised and took part in the project including local Education Officers, were impressed by the response of the learners and by the potential of the approach.

Clearly the possibility of introducing a limited muner of project "blocks" into a programme is far easier to initiate and maintain than a more ambitious programme of integrated studies.

ST9

ST.9

Read "Curriculum and Curriculum Development in Botswana" by H.W.R. Hawes then answer the following questions

a) What skills does a curriculum provide for economic development

b) What is the intention of the Botswana Government in praising "a curriculum that is firmly rooted in the lives of the pupils....?

3.10 TRAINING FOR CITIZENSHIP : ZAMBIA

The Zambian Government has ever since the obtaining of independence aimed at educating a man who should be conscious of his obligations to his fellow man and a man who should not ask his government to do something for him but who should wish to do something for his government.

Accordingly, this led to the process of revising primary and secondary school syllabuses. For example, the aims of the civics syllabus for the secondary schools were:

a) to give the pupil some understanding of the political organization of society in Zambia at both local and Central Government levels.

b) to develop in the pupils some understanding of the factors affecting the economic development of Zambia.

Mbala Outward Bound School

This school caters for physical and character training which are supposed to toughen the individual. The courses expose students to face hazards and hardships with perseverance because it is the aim of the Government that future Zambia must have leaders who should not be soft.

Zambia Youth Service

You might have heard of the Kafue Central Training School. This is just one of the centres training Zambian youth in courses such as agriculture brickwork, carpentry and mechanics. Education designed to promote national consciousness, patriotism and leadership is also offered in such schools.

It is also important to know that in Zambian schools and colleges the Zambian National Anthem has been introduced and the students are expected to know how to sing it and appreciate its meaning.

In introducing these activities into the educational system, the Zambian Government expects to produce good citizens who will help to achieve national unity and economic development for the nation.

For further details, read "The Growth of Education in Zambia Since Independence" (pages 241-256) by J.M. Mwanakatwe

ST 10

ST.10

a) What is the importance of good citizenship?
(one sentence answer)
b) Mention two more centres where Zambian youths have once been gathered to train in Youth Service.
c) What common national goals have you noted among any three countries you have read about in this unit?
(3 sentence answer)

3.11 NATIONAL RESOURCES FOR THE IMPLEMENTATION OF NATIONAL GOALS

a) Environment

In order that national goals are implemented resources are required at any stage of development and implementation of the curriculum through which the goals are translated.

One of these resources you may normally not think of is the environment around the school. The environment presents itself as a study or media resource: it provides real life situation that children can examine. It also offers chances for teaching one techniques of enquiry and enables contact to be made with as many resource persons as possible.

You will also see that the influence of the environment goes into every aspect of the classroom and affects both the teachers and the children. For instance, the children will respond to the media collected by the teacher from within the environment.

The facilities available within your reach may be found at the Former Training Centres, District Development Centres, and trading centres. Some school programmes would find such centres helpful in developing their classroom activities.

b) Time

It is essential, in the first stage, to understand the need for timing running through all the stages involved in translating national goals into educational programmes. Timing, for example, will allow you to see how urgently materials are needed for implementing your programme. You must have a schedule in which staff involvement and changes should be indicated well in advance.

c) Manpower

Also, of vital necessity, is the manpower. You need enough manpower to prepare all the teaching materials, introduce them to teachers, evaluate and review them.

Any changes in staffing may affect the schedule planned for curriculum development and implementation as well as evaluation.

d) Money

The need for money is obvious. You cannot do anything if you don't have money to buy some of the materials to be used in developing and implementing a new curriculum. If for example, your aim is to introduce citizenship courses to the schools, you have to pay for the paper to be used for citizenship course syllabus and for accommodating serving teachers at an orientation course.

Read pages 6 - 7 of "Materials for Learning and Teaching" by the Commonwealth Secretariat.

ST 11

ST.11

a) Mention 5 specific environmental aids you would use in the classroom.

b) In what way would the school community help you in your classroom activities? (one sentence answer)

c) What is a resource? (one sentence answer)

3.12 TEACHING MATERIALS AND METHODS

a) Materials

The national goals can be translated effectively into the classroom activities by effective means of teaching. Teaching materials must be developed so that teachers have efficient tools with which to work and achieve curriculum objectives. The teachers and pupils themselves can develop their own materials during handwork periods which they can use for teaching and learning respectively.

The learner can write down a history of his own family. He can produce simple pictures and write short stories, the best of which can be displayed on the display board. The teachers themselves can produce materials to illustrate national development in agriculture, religion, health activities, government departments etc.

b) Methods

If the teaching process is to reflect the national goals it must be flexible to adapt a process of feedback from the learner. In this way teaching and learning becomes a real process of translating objectives into classroom activities.

There are several characteristics of teaching methods: Look at the following examples:

(i) Teaching within the real context

There should be no use of symbols if the real Object is within reach. For example, instead of drawing a desk and writing a name under it one can use the desk itself and write a name on it. This saves time which would be wasted on drawing the desk and interpreting to the children that such a drawing is a desk.

(ii) Discussion in the learning process

Discussion is essential to help the learner give out concepts in his own words, thereby identifying himself with the concepts as his own. Discussion also develops to the reasoning powers of the learner.

(iii) Learning by teaching

The learner acquires much knowledge which he retains in order to transmit it to his clients. The teacher can involve the learner in introducing selected activities to others. In this way the learner will acquire much knowledge.

(iv) Testing

There should be continuous testing based on the material taught to throw light on the topics and to indicate what improvement can be made. If educational objectives are to be attained attention has to be paid to all aspects of educational tasks.

ST 12

HOW WELL HAVE I UNDERSTOOD THIS UNIT?

Answer the following questions and then check your answers with those given at the end of this unit.

A. *Put a tick (✓) by those taks which belong to the Curriculum Developer.*

1. *Determine national goals* _____
2. *Study national goals* _____
3. *Prepare syllabuses* _____
4. *Prepare teachers guies* _____
5. *Identify ways of achieving national goals* _____
6. *Prepare textbooks* _____
7. *Prepare teaching aids* _____
8. *Make sure all schools adopt new curriculum* _____
9. *Prepare supplementary materials for teaching and learning* _____
10. *Organize national conferences* _____

B. *Besides each national goal write the name of the country with which it has been identified in this unit.*

GOAL	*COUNTRY*
1. *community education for all ages*	
2. *education through self-help*	
3. *unification of the British and French school systems*	
4. *equality of opportunity*	
5. *national unity*	
6. *strong citizenship training*	
7. *learning based on local environment*	

ANSWERS TO SELFTEST 12

A. 1
2
3
4
5
6
7
8
9
10

B. 1. Tanzania
2. Kenya
3. Cameroon
4. U.S.A.
5. Kenya
6. Zambia
7. Botswana